

NAME: _____

**AMERICAN SIGN LANGUAGE - Level 1
EXPRESSIVE SKILLS PERFORMANCE CHECKLIST
TEST ONE**

Performance rating scale:

4 = highly skilled	Successfully demonstrated correctly in nonmanual and manual ways smoothly and without assistance.
3 = moderately skilled	Successfully demonstrated correctly in nonmanual and manual ways with limited assistance and/or little hesitation.
2 = limited skill	Demonstrated correctly in nonmanual and manual ways with more assistance and hesitation.
1 = not skilled	Unable to demonstrate correctly in nonmanual or manual ways even with much assistance.

1. Introduce Him or Herself and Exchange Personal Information

- _____ Student introduces him/herself in a culturally appropriate way.
- _____ Student will use appropriate eye contact during conversation.
- _____ Student will demonstrate fingerspelling
- a. Clear and correct hand shapes.
 - b. Smooth transition from letter to letter.
 - c. No bouncing, throwing, etc.
- _____ Student can form and answer questions concerning his/her personal information (i.e., preferences, wants, likes/dislikes, schooling, Deaf/Hearing, etc.).

2. Discuss Family Relationships

- _____ Student will discuss family relations in a culturally appropriate way (i.e., parents, grandparents, aunts, uncles).
- _____ Student will demonstrate correct use of spatial reference to non-present people.
- _____ Student will demonstrate proper use of personal and possessive pronouns during conversation (i.e., me vs. my, she vs. her, etc.).
- _____ Student will demonstrate proper use of negative responses: NO, NOT, and NONE (including appropriate head movement).
- _____ Student will incorporate age numbers.
- _____ Student will be able to rank family members.
- _____ *Student will produce signs in correct ASL word order.*
- _____ *Student will use varying non-manual markers appropriately.*

_____ **Total**

_____ **Average**

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TEST TWO**

Performance rating scale:

4 = highly skilled	Successfully demonstrated correctly in nonmanual and manual ways smoothly and without assistance.
3 = moderately skilled	Successfully demonstrated correctly in nonmanual and manual ways with limited assistance and/or little hesitation.
2 = limited skill	Demonstrated correctly in nonmanual and manual ways with more assistance and hesitation.
1 = not skilled	Unable to demonstrate correctly in nonmanual or manual ways even with much assistance.

3. Describe School Surroundings, Housing, Directions, and Transportation.

- _____ Student will discuss or describe school surroundings.
- _____ Student will ask wh-questions such as who, what and where.
- _____ Student will demonstrate proper use of non-manual markers for distance showing inflection of degree (near, moderate, far).
- _____ Student will demonstrate proper way of giving directions from his/her perspective and receive directions from the signer's perspective, using appropriate reference points.
- _____ Student will confirm and/or correct information concerning directions.
- _____ Student will be able to use ordinal numbers correctly.
- _____ Student will discuss or describe various modes of transportation.
- _____ Student will sign about a variety of housing.
- _____ *Student will produce signs in correct ASL word order.*
- _____ *Student will use varying non-manual markers appropriately.*
- _____ **Total**
- _____ **Average**

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TEST THREE**

Performance rating scale:

4 = highly skilled	Successfully demonstrated correctly in nonmanual and manual ways smoothly and without assistance.
3 = moderately skilled	Successfully demonstrated correctly in nonmanual and manual ways with limited assistance and/or little hesitation.
2 = limited skill	Demonstrated correctly in nonmanual and manual ways with more assistance and hesitation.
1 = not skilled	Unable to demonstrate correctly in nonmanual or manual ways even with much assistance.

4. Discuss and Describe Occupations and Work Places

- _____ Student will sign about a variety of occupations (using the agent marker) and work places.
- _____ Student will use loan signs and common fingerspelled abbreviations (fs-PO, #BANK, fs-IBM, #CO, etc.).

5. Describe Outward Appearance and Personal Qualities of Others

- _____ Student will describe the appearance of another person using appropriate classifiers (i.e., height, body type, and hairstyle).
- _____ Student will use descriptive classifiers for style and pattern of clothing.
- _____ Student will demonstrate color signs.
- _____ Student describes personal qualities of another person, using contrastive structure.
- _____ Student will be able to express and contradict opinions.
- _____ *Student will produce signs in correct ASL word order.*
- _____ *Student will use varying non-manual markers appropriately.*
- _____ **Total**
- _____ **Average**

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**AMERICAN SIGN LANGUAGE - Level 1
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TEST FOUR**

Performance rating scale:

4 = highly skilled	Successfully demonstrated correctly in nonmanual and manual ways smoothly and without assistance.
3 = moderately skilled	Successfully demonstrated correctly in nonmanual and manual ways with limited assistance and/or little hesitation.
2 = limited skill	Demonstrated correctly in nonmanual and manual ways with more assistance and hesitation.
1 = not skilled	Unable to demonstrate correctly in nonmanual or manual ways even with much assistance.

6. Make Requests

- _____ Student gives reason and makes request.
- _____ Student accepts or declines help when another makes a request.
- _____ Student will demonstrate inflected forms of verbs.
- _____ Student will demonstrate money numbers.

7. Discuss and Describe Activities, Routines and Schedules.

- _____ Student will be able to sign and describe a variety of activities (i.e., going to school, appointments, sports, parties, etc.).
- _____ Student will demonstrate his/her preferences for activities, including appropriate facial expression.
- _____ Student will be able to use a wide variety of time signs, including days of the week, time of day and clock numbers.
- _____ Student will discuss daily routines or schedules in chronological order by using concepts such as listing, BEFORE-EVENT, AFTER and FINISH.
- _____ Student will incorporate wh-q/#DO++ usage and yes/no questions when asking about schedules.
- _____ Student will give reasons explaining why his/her plans changed.
- _____ *Student will produce signs in correct ASL word order.*
- _____ *Student will use varying non-manual markers appropriately.*
- _____ **Total**
- _____ **Average**